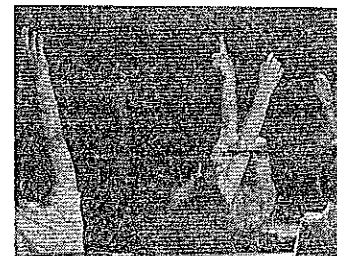


Student Characteristics

T – Student w/ Typical Needs

U – Student w/ Unique Needs

A – All students



A Be able to demonstrate growth in content knowledge

T Be able to recognize what proficient work looks like

V May require longer think time

A Be able to actively participate in the learning environment

T Is easily accepted in society

A Be able to use teacher and peer feedback to improve work

A Be able to connect ideas across content areas

T Is a self-directed learner

A Be able to use ideas in realistic problem-solving situations

V May require more understanding, empathy

A Be able to take educational risks in class

A Is able to verbalize wants and needs

A Be able to exhibit a sense of accomplishment and confidence

Total

3 # Student w/ Typical Needs

2 # Student w/ Unique Needs

7 # All students

___ Individualized Program in place (IEP)

___ Be able to accept responsibility in his/her learning

___ May require assistive devices

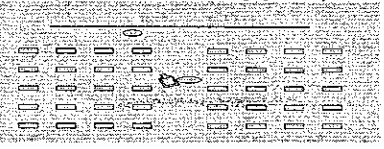


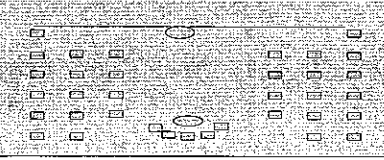
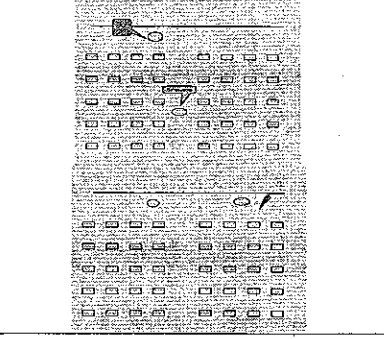

All students are _____ education students first!!

Students with Typical Needs	All Students	Students with Unique Needs
<ul style="list-style-type: none"> • Is easily accepted in society • Is able to verbalize wants and needs • Is a self-directed learner 	<ul style="list-style-type: none"> • Be able to demonstrate growth in content knowledge • Be able to recognize what proficient work looks like • Be able to actively participate in the learning environment • Be able to use teacher and peer feedback to improve work • Be able to connect ideas across content areas • Be able to use ideas in realistic problem-solving situations • Be able to take educational risks in class • Be able to exhibit a sense of accomplishment and confidence • Be able to accept responsibility in his/her learning 	<ul style="list-style-type: none"> • May require longer think time • May require more understanding, empathy • Individualized Program in place (IEP) • May require assistive devices

Rate Your Knowledge

Word	No Clue	Heard It	Use in a Sentence	Know Definition	Definition
<i>Inclusion</i>				X	
Integration		X			
Collaboration				X	
Co-teaching				X	
Lab Classroom		X			

TEACHING APPROACHES

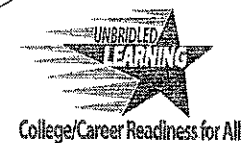
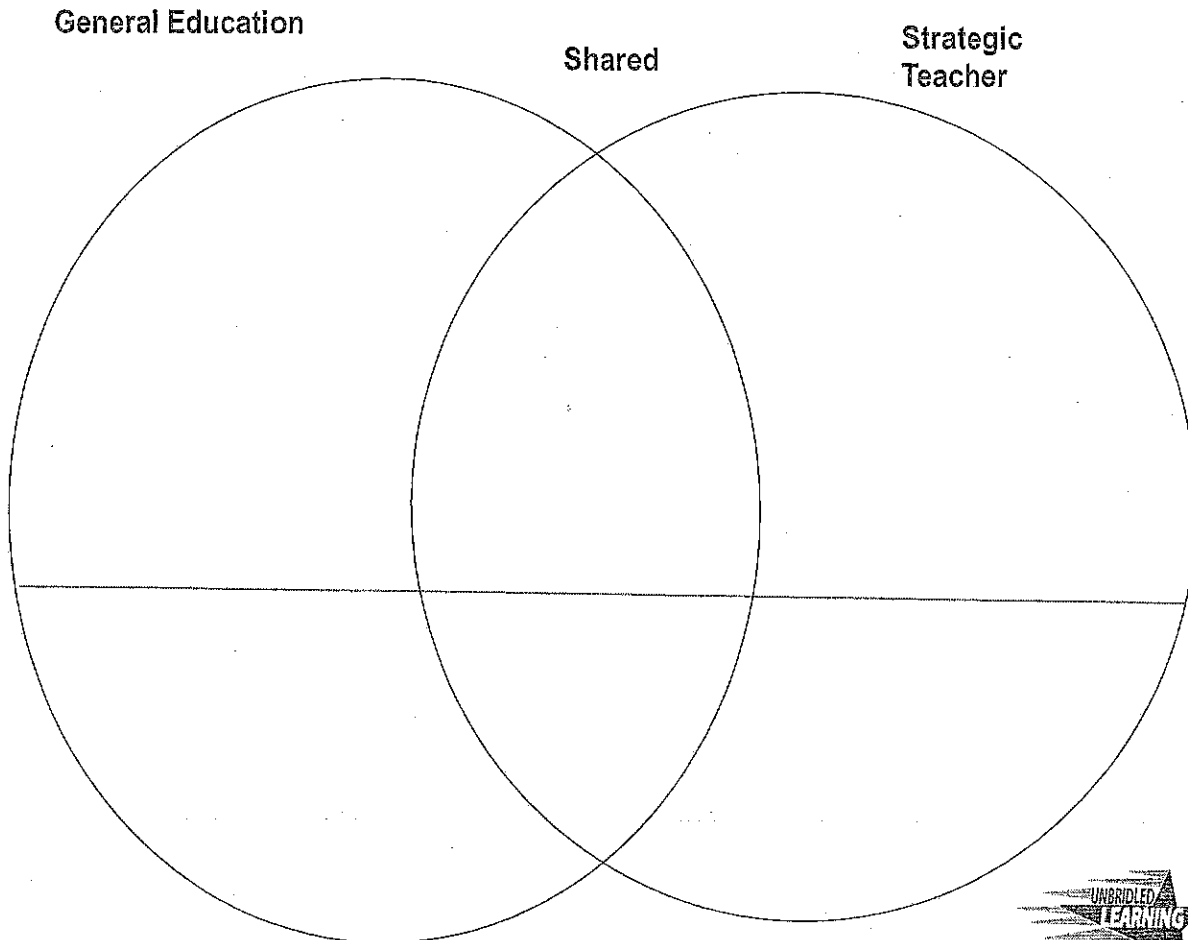
Co-Teaching Approach	Strengths	Drawbacks	Our Classroom When to use/not use
One Teach, One Observe (Lead and Support) 			
Station Teaching 			
Parallel Teaching 			
Alternative Teaching 			
Teaming - Speak & Add, Speak & Chart 			
One Teach, One Assist (Shadow) 			

Preparing to Co-teach

Separately

Within the section of the Venn Diagram that aligns with your role:

1. List at least one or more personal beliefs about instruction and learning.
2. List two or more strengths I believe I can bring to the co-teaching partnership.
3. Additionally...



Together

Within the bottom section of the Venn Diagram:

1. Within each role, what strengths does each co-teacher bring to our partnership?
2. How are we similar?
3. How can these similarities contribute to the effectiveness of our co-teaching partnership?
4. How are we different?
5. How might these differences contribute to the effectiveness of our co-teaching partnership?
6. Additionally...

Pulling It All Together

Directions:

1. "Preliminary Discussion Questions" – Begin co-planning for implementation.
2. Co-teaching Approaches – Prioritize for initiating implementation
 - a. Determine how each approach could align with the content delivery, learning strategies, and students you share.
 - b. Choose a minimum of three approaches to where the percentages total near 100%; for example, Station Teaching (30%); Alternative Teaching (30%); Teaming (30%); and Lead and Support (10%).
3. "Preparing to Co-Teach Checklist" for Co-planning.
 - a. Develop a list of tasks and responsibilities necessary to jointly implement Co-teaching with fidelity:
 - I. Parity
 - II. Processes
 - III. Classroom Management

Preliminary Discussion Questions

Effective co-teachers learn and grow professionally from their work together. The questions provided below are intended to initiate discussions for co-teaching partners to prepare for the class/es they will be structuring for the co-teaching delivery structure. Review the questions prior to your discussion to determine the most relevant questions for your partnership to focus, jointly discuss and decide appropriate team actions. Differences are inevitable, that is normal. Remember, student learning for ALL is the priority.

1. What are the expectations for students regarding:
 - Classroom Procedures (ex. taking role, asking for help, turning in assignments, group expectations, etc.)
 - Participation
 - Daily preparation
 - Written assignments and/or homework
2. What are the classroom rules? What needs to be discussed/decided for + and – consequences for following/not following rules?
3. Are there state level accountability assessments that are directly linked to this class?
4. How will student performance be monitored (formative and summative assessment)?
5. Are there projects or assignments that are typically part of the class?
6. What learning activities/strategies align with the curriculum we will teach?
7. What are current differentiated activities for diverse learners that have worked with the content?
8. How will tests, quizzes most likely be formatted (constructed response, MC, TF...)?
9. What are preferences for communicating with families?
10. What needs to be communicated to parents? When? How?

11. Where do we need to first prioritize our focus during this current/upcoming school year?

PREPARING to CO-TEACHING CHECKLIST

Sharing Responsibilities - What must be done together and who does what?

For fidelity, develop a list of tasks and responsibilities necessary for joint implementation. Initial assignments may change as the student and teacher needs change, and as the team gains experience.

Co-Planning

I. Parity

- ☐ Posting of both names (ex. syllabus, Infinite Campus, classroom..)
- ☐ Introduce partnership to class first day
- ☐ Space within the classroom
- ☐ Communication with parents
- ☐ Listen actively and share decisions
- ☐ Use of 'Us', 'We', 'Our' language
- ☐ Additionally

II. Processes

- ☐ Selection of co-teaching approaches (see provided resources)
(minimum of 3 approaches; small group must be included)
- ☐ Time to co-plan (Units of Study; "Huddling"...)
- ☐ Place to co-plan
- ☐ Frequency of co-planning
- ☐ Way to contact one another
- ☐ Long term goals for collaborative teaching
- ☐ Lesson plans for curriculum (Note: Planning Protocol training will be provided)
- ☐ Documentation (universally for class; individual students...)
- ☐ Sub plans
- ☐ Additionally

III. Classroom Management

- ☐ Physical Arrangement (designed to support prioritized co-teaching approaches)
- ☐ Classroom Expectations (convey same message to students)
- ☐ Noise and movement tolerance
- ☐ How to achieve joint ownership of behavior management
- ☐ Additionally

Co-Instruction

I. Instructional Design

- ☐ Formative Assessment
- ☐ Pre/Post Organizers
- ☐ Lesson Presentation
- ☐ Student groupings – varied options for Small group/Large Group
- ☐ Learning Centers
- ☐ Audio-visual presentation
- ☐ Design instructional alternatives
- ☐ Decide content and how it will be taught together (Universal Design → Differentiated → SDI)
- ☐ Additionally

II. Strategies

- ☐ Concrete-Representational -Abstract
- ☐ Verbal and Visual Cues
- ☐ Study Guides
- ☐ Mnemonics
- ☐ Graphic organizers, written outlines
- ☐ Talking Books/Recorded Texts
- ☐ Organization
- ☐ Additionally

Co-Progress Checks

I. Grading Daily Assignments

- ☐ Determine evaluation content and format (Infinite Campus)
- ☐ Checking homework
- ☐ Recording grades
- ☐ Report Cards
- ☐ Cum folders
- ☐ Additionally

II. Conferences

- ☐ How will we contact parents? (Prior to start of class; while co-teaching...)
- ☐ Academic and behavioral concerns (case by case, jointly...)
- ☐ Meetings (parent-teacher conference, ARC...)
- ☐ Additionall

Additional Considerations When Preparing to Co-Teach

- | | |
|--|---|
| <ul style="list-style-type: none"> △ Ensure both teachers are perceived as equals (sharing responsibilities, how introduce selves to class, setting the "co-teaching tone," maybe combine names to form a new name, accountability as a team) △ School-wide Programming △ Open House △ Computer Usage (if sharing) △ Personal space/belongings △ Leaving the room △ Making copies △ Weekly newsletter △ Homework △ Parent calls/conferences △ Class work △ Gathering materials △ Adaptations for individual students △ Noise level in classroom △ Agreement on procedures, responses, set-up △ | <ul style="list-style-type: none"> △ Cooperative learning △ Giving and receiving feedback △ Network for multiple teams △ Both teachers in the classroom △ Examine student data △ Understand co-teaching is an on-going process △ Homework policies and procedures △ Must have a substitute teacher if one of the co-teachers is absent △ Have a plan for when disagreements occur in the classroom △ Classroom Procedures (CHAMPs; Harry Wong) △ Determining Student Needs (how, when, who) △ Grading (philosophy, weighting) △ Be aware of "perceived" power situations (ex. veteran/new) △ Plan for delivery △ Plan for parent understanding (pre-planning & communication) △ Room set-up △ Discipline-agreement on management |
|--|---|